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AUTHOR Boyd, William M., II
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ABSTRACT

Assessed in this report are the developments made in the education of black undergraduates in predominantly white colleges over the past decade. The findings of three nationwide surveys in which 800 black undergraduates at 40 four year colleges were interviewed are presented and discussed. Changes in separatism over the ten year period are examined in terms of peer relationships, student participation in college activities, student housing, faculty attitudes, choice of subject areas, and students' socioeconomic status and educational background. Advancements made in various parts of the country are evaluated. It is pointed out that the least positive experience for black students has been in the West. It is also pointed out that private colleges seem to have progressed farther than public ones in dealing successfully with black students. (RB)

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A Better Chance, Inc.

334 Boylston Street
Boston, Massachusetts 02116
617/536-5270

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THE FORGOTTEN SIDE OF THE BLACK UNDERGRADUATE:

AN ASSESSMENT OF ACADEMIC ACHIEVEMENTS AND ASPIRATIONS DURING THE 1970's

by

William M. Boyd, II, Ph.D.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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THE FORGOTTEN SIDE OF THE BLACK UNDERGRADUATE: AN ASSESSMENT OF ACADEMIC ACHIEVEMENTS AND ASPIRATIONS DURING THE 1970's

How much progress has been made in the last decade toward desegregated higher education? Ten years ago the Kerner Commission presented a gloomy picture of race relations in America. Had it focused on higher education, it would have seen one of the most segregated sectors of the society. Since that time, however, higher education has worked free of that dubious distinction.

In 1967-68 predominantly black colleges enrolled the overwhelming majority of black undergraduates, and efforts to increase black enrollment at white colleges were moving with glacial speed. Five years later, so much momentum had been gained that predominantly white colleges enrolled the majority of black undergraduates, and most colleges had more than a token number of black students.

As blacks responded to new opportunities and appeared in sizeable numbers on previously segregated campuses, observers, most of them white, focused their attention on differences between black and white students. That focus led to speculation that blacks wanted to be different--in fact, really wanted to remain separated, were unable and/or unwilling to deal reasonably with the demands of competition with the majority, and were poorly prepared academically to take advantage of their new opportunities. Almost as quickly as the colleges recruited blacks, it become a widely accepted theory that separate

societies were developing on campus, bringing to the ivory tower the same kind of hostility between blacks and whites which prevailed on the city streets. This conflict, it was contended, had to undermine the academic experience of black and white students.

By 1977, however, predominantly white colleges had a much improved racial and educational climate, according to a recently completed study of black undergraduates which began in 1972. The study shared the understanding of critics of the desegregation effort that the success of integration is measured not just by the numbers of minority persons put on campus, but also by the quality and ultimate value of their experience. It added carefully analyzed data to existing intuitive analyses. This study monitored several indicators of racial hostility or black separatism, and each was approximately one-half as prevalent in 1977 as in 1973. The study also revealed that the popular estimate of rampant separatism and other problems in the early 1970's greatly exaggerated reality.

Methodology

To assess developments in the education of black undergraduates in predominantly white colleges, the Educational Policy Center of A Better Chance, Inc. conducted nationwide surveys in 1973, 1975, and again in 1977 with funding from The Ford Foundation, the Rockefeller Brothers Fund, and the National Institute of Education. Almost 800 black undergraduates

at a representative sample of 40 predominantly white, four-year colleges were interviewed during each survey. As a result, a unique and important data base has been developed which permits analysis of trends and provides a foundation for follow-up studies of various kinds.

Stratified random sampling techniques were used to assure that the interviews conducted would provide a valid basis for generalizations. The sampling universe covered all four-year colleges and universities in the continental United States with 51 percent or more white enrollment. The institutions were stratified by sponsorship (public or private). Within each of those strata, a second stratification was based on size (smallest total enrollment to largest). Within each of the resulting strata, a third stratification was based on the percentage of black enrollment (lowest to highest). Within each of the final strata, the institutions were arrayed by geographic location. Selection of the colleges and universities where interviews were to be conducted was completed by picking randomly within each stratification.

At each institution quotas were established for a minimum number of respondents from each college year (freshman, sophomore, etc.). In addition, interviewers were instructed to pick randomly within class-year strata or to seek diversity in sex, college major, and extracurricular interests if a list of black students could not be obtained. (Lists of sampling points from each of the three surveys are presented as an appendix to this paper.)

The questionnaires were developed after a pre-survey study of students, faculty members, and administrators at six colleges across the country. It should be noted that a great deal of flexibility was built into th. final questionnaire by allowing unanticipated responses throughout the interview. These responses were reviewed and coded when the questionnaires were returned. Where it was appropriate, new response categories were added and reported.

The analysis here is straightforward in dealing only with comparisons of subgroups of respondents. The text does not try to isolate every finding in statistical terms or to mention only those with the greatest measure of statistical significance. The appendix of the full report does present chi square significance levels for 1975 and 1977 data (not available for 1973), and as a general rule findings reported in the text were significant at the .01 or .001 levels. The text attempts to illuminate with data the concepts and questions which are most familiar to observers of higher education as a result of intuitive explanations, discussions, and evaluations of the experience of black students in predominantly white colleges. It notes all findings of marked difference of opinion between students interviewed in 1973 and 1977. The analysis considers "important" any findings which reveal relative 100 percent or more differences of opinion or achievement among subgroups, even though absolute numbers of students answering in a given category may be small.

One unfortunate note must be added. Plans to include a control group of white students in Stages II and III of the

study were abandoned because of the scarcity of funds. As a result, questions remain unanswered about the degree of similarity between the experiences of black and white students in areas covered by this study.

Separatism

In spite of spectacular headlines about demands for resegregation on predominantly white campuses, the majority of black undergraduates have adjusted successfully to desegregation. In 1973 six out of ten students chose their friends and activities without making race a primary concern. Forty-one percent of black undergraduates indicated then that race was the dominant factor in the choice of their friends and activities. By 1977 only 20 percent felt that race dictated those choices. This change of attitude was corroborated by an increase from 25 percent to 41 percent in the number of students participating in general extracurricular activities such as college choirs, clubs, newspapers, and radio stations.

The indicator of separatist feelings which received a great amount of sensationalized attention in the media was preference for all-black housing. In 1973, 15 percent of black students shared that preference. By 1977, less than half as many (6 percent) wanted all-black living arrangements. Also, "clustering" or "ghettoizing" black students within mixed dorms decreased in popularity. This could result from the fact that:

> "conflicts between students were reported more frequently by individuals who lived in dorms with a high concentration of black students. In these dorms, where black students dominated the social, political, and cultural activities, difficulties often occurred between people whose values, interests, and activities reflected different socio-economic backgrounds and lifestyles. Thus, some black students had friction with white students, or with other black students, or were unable to get along with anyone who represented a different viewpoint."[1]

A less discussed but critical indicator of black student alienation/estrangement is the degree to which black students feel that faculty members at their colleges discriminate against them. While in 1973, 42 percent of black undergraduates felt they had been victims of this type of discrimination, only 22 percent felt that way in 1977.

The most important indicator of black separatism perceived in the early 1970's was the alleged stampede of large numbers of black students into a separate curriculum made possible by newly created Black Studies departments. In fact, only 1 percent of black undergraduates were majoring in Black Studies in 1973, and less than 1 percent reported that major in 1977. The other 99 percent of blacks have chosen majors throughout the traditional curricula of predominantly white colleges. From 1973 to 1977 interest in the social sciences remained relatively constant (25-30 percent), but business-related majors became more popular (12 percent in 1973 and 18 percent in 1977).

The attitudes of black students in predominantly white colleges and the experiences which help shape those attitudes have evolved dramatically in a short time. In more ways than not, black students feel a part of the mainstream of college

life. How have colleges succeeded in one decade in moving quickly both toward equal opportunity and toward one society rather than two on campus?

One hypothesis is that colleges now are working with more middle-class black students who "fit in" easily. There was a rise in the socioeconomic status of black college students between 1973 and 1977, but it does not appear substantial enough to explain the dramatic improvement, even if one believes that middle-class blacks adjust better. The majority of respondents in both 1973 and 1977 came from families where neither parent had attended college. The percentage was larger in 1973 (59 percent versus 52 percent in 1977), but only slightly. Many fewer students in 1977 (30 percent versus 54 percent in 1973) came from families with incomes under $10,000, but adjusting incomes for inflation would close that gap considerably. In addition, 79 percent of students received the majority of their funds for college from a source outside their families.

Two other factors, therefore, should be considered. There has been substantial improvement in the ability of colleges to enroll students whose strengths, preparation, and interests match the differing demands and emphases of the colleges. In fact one-half as many students (12 percent) in 1977 as in 1973 (23 percent) reported that their academic preparation for college had been poor. There was a dramatic decline in the number of students admitted under special programs to recruit black students who differed in significant ways, usually in academic achievement,

from the profile of successful students at a given university. Between 1975 and 1977 these admissions dropped from 47 percent to 21 percent in less selective colleges, and from 31 percent to 22 percent in highly selective colleges. In addition, almost twice as many black students had grade-point averages of B- or higher in 1977 as in 1973 (44 percent versus 26 percent).

It should be noted that the majority of students (approximately 60 percent) enrolled in predominantly white colleges in 1977 had attended predominantly white secondary schools. The experience with interracial exchange gained prior to entering college would be expected to facilitate adjustment to the college situation, and apparently it does. Moreover, students from predominantly white secondary schools felt their academic preparation was better than those from predominantly black schools. Sixty-eight percent from secondary schools which were less than 25 percent black versus 37 percent from schools which were more than 75 percent black said their preparation was good or excellent. If efforts to expand desegregation of elementary and secondary school continue, therefore, there should be indirect benefits in the adjustment of black undergraduates to college.

Regional Variations

The 1970's have not produced identical patterns of experience for black students in all parts of the country. In fact, there is considerable variation from one region to another. The least positive experience has been in the West, but there are signs of

improvement there. Unfortunately, however, there are signs of deterioration in the Midwest. The most positive experience has been in the South, while the Northeast has moved forward to second position.

Three indicators of the quality of experience for black undergraduates are worth noting: percentage officially admitted under special programs, percentage dissatisfied with the overall college experience, and percentage saying race is a dominant factor in their choice of friends and activities. Throughout the 1970's the West has registered high levels on these indicators. It is the only region in which more than 60 percent of the students were admitted under special programs. The use of special admissions programs has decreased everywhere; but, according to the 1977 survey, four out of ten students in the West entered this way.

More students in the West than in any other region have been dissatisfied in the past. This appeared to be changing in 1977, and perhaps a positive momentum will develop. In any case it should be noted that by 1977, 70 percent or more of black students were at least somewhat satisfied with college.

The West shows a similar pattern by having more students whose experience with interracial education is such that race is dominant in their choice of friends and activities. In fact, it is the only region in either the 1973 or 1977 survey to have a majority of students saying that race was dominant.

Why has the situation in the West been so negative? There are several explanatory factors to consider. In addition, there

are several explanations which probably would be popular but which are not helpful.

Academic preparation would be expected to be important, and it is. The West consistently has ranked last in terms of the proportion of students with excellent academic preparation, and the gap between it and the other regions is growing. The situation is similar for good academic preparation, but the West showed improvement here by 1977.

Another factor which would be considered important (at least among those who are familiar with research about the relative impact of residential and non-residential colleges)[2] is the number of students living on campus. In this area the West stands apart with far fewer students on campus.

Obviously, some attention should be given to socioeconomic factors and to the possiblity that problems in the West are related to low socioeconomic status. In this case, however, the hypothesis is not supported. In fact, the West was second in family income over $10,000 in 1973 and first in that category in 1975 when the interim follow-up was done. But in 1977, when the situation was brighter in the West, the region was last in family income over $10,000. Perhaps even more surprisingly the West was consistently at the top in terms of parental education.

Another factor which should be noted is the prevalence of racial discrimination at colleges in the various regions. Once again the West leads in an undesirable category. It is the only region in which 50 percent or more of respondents in

all three surveys reported being victims of discrimination at their colleges. On the other hand, there has been a steady, though slight, decrease in the incidence of discrimination in the West from 1973 to 1977.

Because there are indications of improvement in the West, the region which causes greatest concern in the Midwest. In almost all cases in the Midwest there is movement--movement in a negative direction. After ranking third in dissatisfied students in both 1973 and 1975, the Midwest moved to first position in 1977. Similarly, the Midwest moved from second to first with the most students for whom race determined their choice of friends and activities.

While the Midwest was experiencing the problems documented above, three changes were occurring which help explain the other changes. The Midwest slipped in terms of excellent and good academic preparation. It moved from second to first as the region with the most racial discrimination. Perhaps equally important is the movement from first to third place in terms of the proportion of students living on campus.

What about socioeconomic status? Between 1973 and 1977 the Midwest moved from second to first in terms of parental education, and it was first in family incomes over $10,000 both in 1973 and 1977. Apparently the traditional advantages of family income and education are not overriding at this level.

The West could move out of last place primarily because it was pushed out by the Midwest. Anyone who is involved with higher education in the Midwest should be concerned about the

deteriorating situation in that region.

People in the Northeast, on the other hand, should be pleased that their region is doing well and moving in a positive direction. The Northeast has progressed after some over-publicized missteps in the early 1970's and now has the second most positive profile for black undergraduates.

Through a process of elimination it is clear that the most favorable regional profile is to be found in the South. It consistently has admitted the fewest "special" candidates; it had virtually none by 1977. It also ranked last in numbers of dissatisfied students and in students for whom race was the dominant factor in selection of friends in two of the three surveys.

Why has the experience of black undergraduates been most positive in the South? The South ranked first or second in all three surveys both on excellent and good academic preparation. It also was the only region with over 60 percent of respondents living in interracial dorms in all three surveys. In addition, the South was fourth or third in prevalence of racial discrimination on campus.

It should be noted that the positive profile in the South exists even though it was at the bottom in terms of socioeconomic status. In each survey it was fourth in incomes over $10,000 and third in parental college education.

The concluding remarks on regional variation found in the report on Stage I of this study remain appropriate:

> "Fortunately, most of the distinctive positive characteristics of colleges in the South are not exclusively the result of its peculiar history. They can be reproduced in any of the other regions through alterations in the way black students are perceived, recruited, and treated."[3]

Private Colleges

There has been considerable change since 1973 in the difference between the experience of black students in private colleges and those in public colleges. In 1973 the two types of institutions provided blacks with surprisingly similar experiences, probably because neither black secondary school students nor the colleges themselves distinguished between the two types of institutions with regard to their approaches to the education of blacks. In other words, it was more true then that all concerned tended to lump both students and colleges together. By 1977 private colleges were moving toward approaching black candidates more as they did white ones: as individuals whose attributes should be weighed along with the specific ability of the college to use or respond to them. Substantial differences began to appear in the students which different colleges enrolled as well as in the experiences of those students.

This is not to say that the current study confirms all the stereotypes about differences between public and private institutions. In general, however, private colleges do seem to have progressed farther than public ones in dealing successfully with black students. (Similar findings were reported in a study by a group at the University of Michigan entitled Black Students, White

Campuses.[4]) This finding should encourage more black students to apply to private colleges (especially to those which are highly selective, because they have the best record of all subtypes in working with black students) and help to reverse a trend of declining pools of black applicants during the last two or three years. Apparently, some exaggerated negative publicity about the Bakke case and about rapidly rising costs at private colleges has led black students to select themselves out of competition for places at top private colleges.

Many of the most popular notions about private colleges were not supported by the findings of this study. For example, private colleges did not greatly surpass public ones in the proportion of black students with family incomes over $15,000. Two subtypes of institutions had 50 percent or more of their students in the upper-income categories: large private colleges, with 52 percent, and medium-sized public colleges, with 50 percent.

There also was little support for the idea that more students in expensive private colleges have concern about financing their education than their peers in public colleges. Larger private colleges were tied with large public colleges in having the second lowest percentage of students (43 percent) concerned about financing their education. Small private colleges, however, were highest, with 56 percent concerned about financing. This is related to the type of aid most commonly offered by the two types of institutions. In private colleges the main source of funding is scholarships for 55 percent of students. In public

colleges only 40 percent of students finance their education primarily through scholarships; they or their families must supplement financial aid, adding a second worry to concerns about maintaining the scholarship assistance. In addition, students in private colleges carry a smaller burden than those in public colleges in terms of jobs as part of or as a supplement to financial aid. Of those students who were working, a much larger proportion in private colleges worked fewer than 10 hours a week; in small, medium, and large public institutions respectively, 17, 29, and 18 percent worked that little, while 67 percent of students from small private colleges and 32 percent from large private universities worked fewer than 10 hours.

A final surprising finding should be noted. The two subtypes of institutions where fewest students felt that black students could influence college policy were small public colleges and small private colleges. Those in large private colleges felt most capable of influencing policy. Moreover, the attitude of students about the responsiveness of their colleges to the needs of black students is virtually the same in both private and public colleges, with a majority of students feeling both types should be more responsive.

The amount of black enrollment in the various subtypes of colleges gives support to the idea that public and private institutions are not so different as one might think in responsiveness. In our 1977 sample there was proportionally more representation of public institutions than private ones in the low black enrollment category. In addition, both private

subtypes were as well represented in the high black enrollment category as both medium and large public institutions. Because one of the highest priority changes desired by black undergraduates is higher levels of black enrollment, it is appropriate to conclude that private colleges have been quite responsive.

On the other hand some important and expected differences were found between public and private colleges. Twice as many black students in private as in public colleges were graduates of private secondary schools (almost 20 percent versus less than 10 percent). More students in private colleges felt their academic preparation for college had been good or excellent (about 60 percent versus about 50 percent); and, unlike in 1973, the advantage in preparation contributed to more high grade-point averages in private colleges (55 percent "B-" or higher versus about 40 percent). In addition, many more students in private colleges planned to attend graduate school full time (more than half versus less than one-third). This also was quite different from 1973 when the two types of institutions were almost identical in this area, with 44 and 47 percent of students planning to attend graduate school full time.

It should be noted that the more successful academic adjustment in private colleges was not accomplished through avoidance of challenging majors. Twice as large a proportion of students in private colleges majored in biological sciences. Also, 50 percent more students majored in math or engineering in large private institutions as in large public institutions, with only

incidental numbers of students in such majors in smaller institutions of either type.

An explanation for the better academic adjustment in private colleges would have to include several other factors. Approximately two-thirds of students in private colleges identified the academic reputation of the college as an important factor in their choice, while approximately half of students in public colleges did so. In addition, approximately 70 percent of students in private colleges cited size of classes as a positive characteristic of their college, while approximately 50 percent of those at public colleges felt that way. In public colleges, on the other hand, many more students, in fact a majority of them, emphasized proximity to home in making their choice. Over 80 percent of black students in public colleges enrolled at institutions in the same geographic region as their secondary schools, while only approximately 60 percent of those in private colleges attended secondary schools in the same region.

Private colleges are making progress toward recruiting well-prepared students who understand the academic program of the college and choose to participate in it. By giving those students classes of manageable size in the areas of student interest, the private institutions encourage and facilitate good scholastic performance. The provision of adequate, dependable financial aid allows students to concentrate successfully on that performance.

From 1973 through 1977 special admissions programs were much less in evidence at private than at public institutions. Only 10 percent of black students at private colleges in 1977

entered through special programs, while 20 percent or more in public colleges (38 percent in large public) were special admissions. In those large public institutions fewer black students than in any other subtype of college found white students to be friendly. Only 47 percent of black students in large public colleges felt that way, while a majority of every other type (from 56 percent to 70 percent) felt white students were friendly. Is alienation from white students directly related to the "special" status of these students?

Students in private colleges also were more active in extracurricular activities. Only 12-15 percent of those in private colleges participated in no extracurricular activities, while twice as many (21-31 percent) in public colleges abstained. Attitudes toward association with whites may combine here with the larger number of students at public institutions who live off campus to reduce black participation in college-sponsored activities.

Approximately one-quarter of black students in public and one-fifth of those in private colleges previously attended another college. The transfer patterns for each type of college were more similar in 1977 than they had been in 1973. In 1973 more than half (57 percent) the transfers to public, four-year colleges came from two-year colleges, while only one-third (32 percent) of those in private, four-year colleges had started at community colleges. By 1977 the proportion of community-college transfers at public, four-year colleges had decreased substantially, and the proportion at private, four-year colleges had

decreased only slightly, so both types of institutions had similar concentrations of community-college transfers. In fact, public colleges joined private ones in having approximately one-quarter of their transfers originate at four-year public colleges.

Both public and private predominantly white colleges increased from 1973 to 1977 in the proportion of transfers from predominantly black colleges. The proportions which had been very small in 1973 reached approximately 20 percent by 1977. This still does not suggest a "brain drain" of the type which some people have worried about. On the other hand, if the trend continues, a substantial problem could develop.

It is not true that "private" implies "selective" and that "public" implies "non-selective." In the sample for this study, however, the majority (approximately two-thirds) of private colleges are highly selective, and only about 15 percent of public colleges are highly selective. (This point will be developed in the comprehensive report on the study which is to be published by the National Institute of Education later this year.)

Based on the findings of this study about trends in the 1970's, it appears appropriate to project increased differentiation between public and private colleges in terms of the experience of black students. As is the case with white students, the more selective private colleges can be expected to enroll black students who are better equipped and better prepared than those at less selective public colleges. The proportion of students who attended private secondary schools also

should be expected to grow more rapidly at private than at public colleges. The black students at private colleges may be substantially more affluent than those at public colleges, but this remains to be seen. More of those at private colleges will, in all likelihood, succeed in achieving their goal of enrolling in graduate school, particularly in medical and law schools.

It also is to be expected that, with the exception of certain public colleges which are headed toward "tipping over" to predominantly minority enrollment, private colleges will continue to do as well as public colleges in the proportion of places taken by minority students. Finally, it is to be expected that the advantage held by private colleges in relative generosity of financial aid will continue as "Proposition 13"-type cutbacks further weaken the financial capabilities of many public institutions.

Problems continue and will require persistent, even escalated, efforts before they are resolved and predominantly white colleges truly can become genuinely multi-racial institutions. Even in colleges which have high percentages of black students, very few members of the faculty or administration are black. This disturbs black students more as time passes and as they increasingly identify with the colleges they attend. Sixty percent found this absence to be a negative characteristic of their colleges in 1973, while 83 percent complained about it in 1977.

College campuses are, therefore, similar to the rest of American society in one essential way: their response to the challenge of the Kerner Commission remains incomplete. If higher education does not finish its journey toward one society, it will not be the fault of black students; the search for explanations will have to be conducted among white staff members and students. Clearly, this generation of black students does not want two societies any more than previous generations wanted slavery or Jim Crow. One reason that integration of colleges occurred so quickly was that blacks in great numbers wanted the same education available to whites.

REFERENCES

1. Jewelle Taylor Gibbs, "Black Students at Integrated Colleges: Problems and Prospects," in Black/Brown/White Relations, ed. Charles V. Willie (New Brunswick: Transaction Books, 1977), p. 47.

2. See, for example, Alexander W. Astin, Four Critical Years (San Francisco: Jossey-Bass Publishers, 1977).

3. William M. Boyd, II, Desegregating America's Colleges (New York: Praeger Publishers, 1974), p. 47.

4. See Marvin W. Peterson et al., Black Students on White Campuses (Ann Arbor: Institute for Social Research, The University of Michigan, 1978).

APPENDIX

STAGE I SAMPLING POINTS

Ball State University
California State University (Hayward)
Campbell College
Central Connecticut State College
Clarion State College
Cleveland State University
Delaware Valley College of Science and Agriculture
Drexel University
Eastern Michigan University
Furman University
Gardner-Webb College
Heidelberg College
Long Island University
Newark State College
North Adams State College
Ohio State University
Oregon State University
Parsons College
Rider College
Rutgers University
Sam Houston State University
St. Cloud State University
Southwest Missouri State College
Tulane University
University of California (Berkeley)
University of Cincinnati
University of Denver
University of Detroit
University of Georgia
University of Michigan
University of Minnesota
University of San Francisco
University of South Carolina
University of Southern Mississippi
University of Texas (Austin)
University of Virginia
University of Wisconsin
Valparaiso University
Washington University
William Paterson College

STAGE II SAMPLING POINTS

Albion College
American International College
Auburn University
Bradley University
California State College (Humbolt)
City College of New York
College of Wooster
Eastern Connecticut State College
Eastern Washington State College
Edinboro State College
Emory University
Gonzaga University/Whitworth College
Gustavus Adolphus College
Harvard University
Henderson State College
Ithaca College
MacMurray College
Marshall University
Purdue University
Sam Houston State University
Samford University
St. John's University
Stanford University
Tennessee Technical University
Trinity College
University of Alabama
University of California (Davis)
University of Delaware
University of Illinois
University of Massachusetts (Amherst)
University of Minnesota
University of Missouri (St. Louis)
University of North Carolina
University of Notre Dame
University of Oregon
University of Pennsylvania
University of Southern Mississippi
University of Wisconsin (River Falls)
Wayne State University
Youngstown State University

STAGE III SAMPLING POINTS

Abilene Christian College
Barnard College
California State University (Chico State)
Carleton College
Central Connecticut State College
David Lipscomb College
Drew University
Drexel University
Duke University
Eastern Michigan University
Evergreen State University
Gettysburg College
Hillsdale College
Mankato State University
Northeastern University
Northern Illinois University
Oberlin College
Occidental College
Ohio State University
Oregon State University
Rockhurst College
State University of New York (Cortland)
Tennessee Technological University
Texas A & I University
University of Arkansas (Fayetteville)
University of California (Berkeley)
University of Chicago
University of Kansas
University of Maryland
University of Massachusetts (Amherst)
University of Nebraska (Lincoln)
University of Notre Dame
University of Pittsburgh
University of Rochester
University of Southwestern Louisiana
University of Virginia
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Virginia Commonwealth University